



Barrow Hedges Medium Term Topic Planner (Overview)

Year 4 Summer 2

Blue Abyss

Art & Design: *Water inspired art*

- I can use a sketch book to adapt and improve my original ideas.
- I can print onto different materials using at least four colours.
- I can combine visual and tactile qualities.
- I can integrate my digital images into my art.
- I can experiment with the styles used by other artists.

D&T:

No focus for this half term.

Music: *Wider Opps (violin or cello)*

Building on the Spring term, the children also begin to learn:

- To perform to an audience.
- To use first fingers in simple pieces.

Computing: *We are musicians*

- To generate ideas for a particular purpose.
- To use sequencing software to make a musical composition.
- To record sound samples.
- To use programs to edit music.
- To critically evaluate a composition.
- To develop an awareness of how their composition can enhance work in other media. **Performance**

PHSE and Relationships Education: *Changes*

- To recognise and share why change sometimes feels uncomfortable.
- To reflect on my development since I was baby.
- To know that we grow and change but we keep our identity.
- To know that other people's actions affect others.

Citizenship:

- To show an understanding of what we mean by democracy.
- To begin to relate the ideas of democracy to classroom activities.
- To know how to look after money and realise that future wants and needs may be met through saving.

RE: *Sikhism*

- To understand what Sikhs believe about God.
- To recognise the symbolism of the Ik Onkar.
- To research the significant times in the life of Guru Nanak.
- To find out how Guru Nanak spread his teaching.
- To know why Guru Gobind Singh is important.
- To understand what it means to belong to the Khalsa.



PE:

Indoors: *Gymnastics (balancing)*

- To recap different balances.
- To move into and from balances with control and accuracy.
- To be able to link several balances together.
- To work in a controlled way.
- To include a change of speed and direction in sequences.
- To include a range of shapes in the form of balances.
- To work with a partner to create, repeat and improve a sequence with at least three phases.
- To be able to discuss and analyse performance.

Outdoors: *Athletics*

- To be able to run over a long distance.
- To be able to sprint over a short distance.
- To throw in different ways.
- To be able to hit a target.
- To jump in different ways.
- I can talk about a healthy lifestyle.
- I know the importance of warming up.

History:

No focus this half term.

Geography: *Winding Waterways*

- To understand and explain the water cycle.
- To identify and name the major rivers of the world using an atlas.
- To find out about the course of rivers and how they erode, transport and deposit materials.
- To find out why rivers are important to people, animals and the ecology and use of the land that surrounds them.
- To find out about the causes of river pollution, the effect it has on the environment and how people are trying to manage this.
- To investigate The River Nile in detail including the effects on the environment and landscape.
- To accurately measure rainfall and temperature.

MFL: *Asking & answering questions*

- To ask and answer questions confidently.
- To explain the main parts in a short passage.
- To write at least two sentences on a familiar topic.

Science: *Living Things and Their Habitats*

- To group classify animals in different ways and explain why they were grouped in this way.
- To understand and be able to describe why animals are suited to their habitat.
- To use flowers and leaves to identify different plants and classify them into groups.
- To be able to explore and use classification keys to help group, identify and name a variety of living things in the local and wider environment.
- To create a classification key.
- To be able to recognise and report from findings in the local area that environments can change and that this can sometimes pose dangers to living things.
- To be able to recognise and report from findings in the world that environments can change and that this can sometimes pose dangers to living things.